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ABSTRACT

This study was designed to determine whether student teachers receiving human relations training along with their student teaching experience would show any changes in their self-concepts and to see if these changes were significantly different from those of student teachers involved in the student teaching experience only. A 30-hour, Carhuff-based, human relations training program was provided for two groups of student teachers concurrently with their student teaching experience. At the end of the program, participants showed highly significant gains in self-concept as measured by the Tennessee Self Concept Scale and favorable gains according to the Personal Orientation Inventory. When compared to a control group of student teachers who received no human relations training, results indicated that student teachers receiving human relations training made significantly greater gains in self-concept. These conclusions lend support to the movement to include affective education in teacher education programs. Attached are outlines for 15, two-hour, human relations training sessions. (Author/MM)

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A STUDY OF THE EFFECTS OF HUMAN RELATIONS TRAINING ON THE SELF-CONCEPTS OF STUDENT TEACHERS

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PURPOSE OF THE STUDY

The major purpose of this study was to determine whether or not student teachers receiving human relations training along with their student teaching experience would show any changes in their self-concepts. A second purpose was to see if these changes were any different from those of student teachers who were simply involved in the student teaching process.

RATIONALE FOR THE STUDY

Positive, adequate self-feelings are fundamental to achievement, acceptance of self and acceptance of others. These same feelings of adequacy and self-acceptance are basic to the competency and self-reliance so needed by persons in the ever-changing times of today's world. One may be motivated to achievement and adequacy by slight deprivations but overwhelming feelings of inadequacy, negation and failure at acceptance lead to unhappy, unproductive and self-centered existence. The present study

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was an effort at contributing to the development of positive self-other perceptions through the use of the human relations training. These differences in perceptions were measured by the Tennessee Self Concept Scale and the Personal Orientation Inventory.

PROCEDURES

Selection of the Sample

The sample consisted of 100 subjects selected from student teachers in the Teacher Education Program at Memphis State University in the fall of 1973. Student teachers in the Resident Intern Program (N=25) formed the experimental group. Students in this program combine methodology with classroom experience in a two-semester sequence. Because of this programming it was possible to add human relations training to the course schedule. The experimental group was divided in two subgroups: Experimental$_1$ (E_1) and Experimental$_2$ (E_2). E_1 (N=14) was made up of students in their first semester of experience and was located in the University Laboratory School. E_2 (N=11) was made up of students in their second semester of experience and was located in an inner-city school. Both groups of students received 30 hours of human relations training concurrently with their student teaching experience. None of these students had experienced this type of training previously. They were tested for self-concept levels before and after

the training. Students in the experimental groups cooperated fully with the study.

Students in the traditional teacher education program composed the control group (N=75). Because of the difference in the length of time spent in classroom experience, this group subdivided itself into two components: $Control_1$ (C_1) and $Control_2$ (C_2). $Control_1$ (N=38) did their student teaching for a nine-week period; $Control_2$ (N=37) was in the classroom for six weeks.

Source of the data

Data for this study were generated from the pretest and posttest scores secured from the administration of the two instruments, the Tennessee Self Concept Scale (TSCS) and the Personal Orientation Inventory (POI). The Tennessee Self Concept Scale, developed by Fitts (1964), is a measure of how one views himself, how one feels about himself and how one appraises his actions in relation to himself. The Personal Orientation Inventory by Shostrom (1966) measures psychological positive health based on personality growth theories.

Treatment

The experimental groups ($Experimental_1$ and $Experimental_2$) received 30 hours of human relations training carried out in two-hour sessions. The groups met for ten hours during the

first two weeks of intensive campus work at the beginning of the semester and then each week for ten weeks in two-hour sessions during their student teaching experience. The investigator served as facilitator for both groups and carried out comparable sessions.

The human relations training used in this study is based on that presented in the Association of Teacher Educators Workshop in 1973 (see Attachment). It included theoretical instruction as well as skill development. A variety of classroom procedures were used in the development of the course including small group exercises, audio-taping, video-taping, and role playing. During the initial ten hours of the course the human relations model was presented. The remainder of the course centered around the development of perceiving and responding skills with emphasis being placed on the facilitative conditions of empathy, respect, and warmth, and in the initiative characteristics of action and confrontation.

Statistical Analysis of Data

The t-test was used in examining the data generated in the experimental group between the pretest and posttest for those receiving human relations training. The analysis of covariance was used to test for differences between the experimental group and the control group as well as the control group and Experimental$_1$ (laboratory school setting)

and Experimental$_2$ (inner-city setting). Differences were also tested between the experimental group and the two controls groups, C_1 (nine weeks of student teaching), and C_2 (six weeks of student teaching). The .05 level of significance was used for the purpose of accepting or rejecting the hypotheses under investigation.

Whenever significant F-ratios were obtained in the analysis of variance, Duncan's Multiple Range Test was used to determine which means were alike and which were significantly different.

SUMMARY OF FINDINGS

Two hypotheses were tested for self-concept changes in relation to human relations training using two instruments, the Tennessee Self Concept Scale and the Personal Orientation Inventory.

Hypothesis 1. The first hypothesis (null form) that there would be no difference between the self-concepts of student teachers before and after receiving human relations training was rejected at the .001 probability level for Total Positive Scores. The data supports the notion that human relations training makes a significant difference in the way one feels about self and others. When examined individually the scores on criterion measures Behavior, Physical Self, and Personal Self were found to be highly significant reaching the .001 level of significance.

The scores on Self-Satisfaction and Social Criterion measures were slightly less significant at the probability level of .002. Identity and Moral/Ethical measures were significant at the .05 level of significance with only the measure for the Family failing to gain the .05 level of significance. On the Personal Orientation Inventory changes on all criterion measures were in the positive direction except for Feeling Reactivity. On one measure, Spontaneity, the t-value reached the probability level of less than .004.

Hypothesis 2. The second hypothesis (null form) stated that there would be no difference between the self-concepts of student teachers receiving human relations training and those not receiving such training. The hypothesis was rejected at the .01 level of significance for Total Positive Scores and for each of the criterion measures. The analysis of the data shows that there was a significant difference at the .01 level in favor of the group receiving human relations training.

Though significant gains were not found in the Personal Orientation Inventory scores, changes in the direction of the group receiving human relations training were recorded. The dimensions of the POI are deep-grained character traits which are developed and sustained over long periods of time. For significant changes to occur in these basic traits a longer training period would probably be necessary.

Additional analyses were made to determine the effects associated with the location of student teachers in two settings, the University Laboratory School and an inner-city school. It was found that the means of the inner-city group were higher than the University Laboratory Group but not significantly so. The group assigned to the inner-city school had had one previous semester of classroom experience but no prior human relations training. It is notable that the classroom experience improved the self-concept scores but not significantly. Whereas both groups of students receiving human relations training showed significant gains.

When the data were analyzed to determine the effects of the length of student teaching experience on the control groups it was shown that student teachers who had nine weeks of student teaching experience showed higher means than those who had six weeks of student teaching experience, but not significantly higher.

CONCLUSIONS

The conclusions which follow are made on the basis of the data compiled in this study and on the statistical analyses made on these data. The conclusions are summarized under the two hypotheses.

Hypothesis 1:

When given concurrently with student teaching and in concentration of approximately thirty hours, human relations training makes a significant difference in the self-concepts of student teachers as measured by the Tennessee Self Concept Scale. Though not to a significant degree, human relations training appears to tend to affect positively the deep-grained personality dimensions of student teachers when measured on the Personal Orientation Inventory.

Hypothesis 2:

Student teachers receiving human relations training showed significantly greater gains in self-concept than did student teachers not receiving human relations training. Though the personality dimensions did not change significantly in the group trained in human relations there was a change in the positive direction.

CONCLUSIONS NOT RELATED TO THE HYPOTHESES

Further conclusions to be drawn from the study are:

1. When the length of the student teaching experience is at least a nine-week period student teachers show overall gains in self-concepts. In shorter periods of student teaching self-concepts scores tend to fluctuate.

2. When student teaching is carried out for two semesters, the self-concepts of student teachers are not

significantly greater than the self-concepts of those students experiencing one semester of student teaching.

3. The location of student teachers in inner-city settings does not adversely affect the self-concepts of students when accompanied by human relations training.

EDUCATIONAL IMPLICATIONS

Teacher educators and public school administrators in analyzing the findings of this study will find many implications for teacher training. The more apparent and crucial ones are:

1. Human relations training might well be a recognized part of the teacher training program preparing teachers for the classroom. All teacher education classes should be conducted as a laboratory applying human relations principles.

2. Human relations principles could be the basis for the analysis of problems arising in teacher education programs both before and concurrently with experiences with children.

3. The period of human relations training should be such that the student teacher exhibits the ability to perform in action according to human relations principles.

4. Human relations training should be included in the in-service program for all teachers now working with children. This could be done in a longitudinal way with

continuing evaluation and feed-forward of information coming from participants.

5. The human relations training sessions should be such that all participants experience success; thereby increasing the probability that it will improve self-concepts and be incorporated into the person's life style.

6. The student teacher's view of the teacher educator is apt to influence to a large extent his incorporation of various modeled behaviors. It is therefore important that teacher educators have acquired proficiency in human relations principles.

7. Teacher education institutions are laboratories in which ideas concerning teaching behaviors are acquired and changed. Institutions which allow and encourage maximum student teacher interaction are likely to produce students who view themselves in positive ways and therefore become creative productive teachers.

8. Since much behavior is acquired through modeling it becomes mandatory that teachers and teacher education institutions demonstrate positive regard for each other in the presence of students. This suggests the need to have active faculty-student decision-making committees.

RECOMMENDATIONS

The following recommendations are made for further research:

1. That additional studies which correlate human relations training, human relations skills in the classroom and self-concepts be undertaken for pre-service and in-service teachers. Interaction Analysis should prove instructive.

2. That research which measures the effects of teacher self-concepts and human relations skill level on the self-concepts of children in the classroom be undertaken. This study should measure the effects at various points in time over an extended period of time.

3. Longitudinal investigations are needed to determine the sustained effects of teacher self-concepts and human relations skill levels on the self-concepts of children. In this investigation children should be assigned to teachers with particular self-concepts (high, moderate, low) and particular skill levels (high, moderate, and low) for several years.

4. That research which measures the self-concepts and human relations skill level of college supervisors and cooperating teachers with the self-concepts and human relations skill level of student teachers be undertaken.

5. That studies be undertaken to see if there is a difference in the self-concepts of students at varying points in their proficiency development. Self-concept tests could be applied at the end of Phase 1 when students

are proficient in empathy, respect, genuineness, at the end of Phase 2 when they have added proficiency in apprcpriate self-disclosure, and again at the end of Phase 3 when the dimensions of confrontation and immediacy have been added to their human relations skills.

6. That a study be undertaken to see if human relations training placed earlier in the curriculum and not associated with student teaching would effect self-concept changes. Additional later testing to see if self-concept training has a lasting effect could be carried out.

7. That a study be carried out which relates student self-concepts to interests and attitudes. This study could be done prior to student teaching. Further studies could relate these findings to success in the classroom in student teaching.

8. That a replication study of this research be carried out by persons with different self-concepts and different human relations skill levels.

9. That a follow-up study to determine the effects of the location in the inner-city on the self-concepts of student teachers having human relations training and not having previous student teaching experience be carried out. Comparisons could be made with student teachers not having human relations training and being located in the inner-city for student teaching experience.

ATTACHMENT

Materials used in the Attachment were taken from the Association of Teacher Educators Workshop with Dr. Thomas L. Porter (1973). Additional resources were used from Human Relations Development by George M. Gazda (1973), and Human Relations Development: A Manual for Educators by George M. Gazda, et al., Boston: Allyn and Bacon, 1973.

HUMAN RELATIONS TRAINING

Fifteen Two-Hour Sessions

TRAINING BEFORE STUDENT TEACHING

Five Two-Hour Sessions

Session 1. Need for Human Relations Training

2. Building a Base for Understanding and Respect

3. Presentation of Model

4. The Act of Perceiving

5. The Act of Responding

TRAINING DURING STUDENT TEACHING

Ten Two-Hour Sessions

Session 6. Practice in Perceiving

7. Practice in Responding

8. Barriers to Effective Helpful Communication

9. Non Verbal Behaviors

10. Facilitative Communication Styles

11. Facilitative Communication Styles (continued)

12. Introduction to Initiative Response

13. Introduction to Initiative Response (continued)

14. Communication of Full Responsive and Initiative Characteristics: Actions

15. Communication of Full Responsive and Initiative Characteristics: Actions (continued)

Text: Gazda, et al. Human Relations Development: A Manual for Educators, Boston: Allyn and Bacon, 1973.

HUMAN RELATIONS TRAINING
Fifteen Two-Hour Sessions

TRAINING BEFORE STUDENT TEACHING

Session One: Need for Human Relations Training

Objective: Student will be able to identify needs for training in human relations
Pretest: Index of Perception
Index of Communicating
Methods: Large Group Discussion
Text: Chapter 1

Behavioral Roots

1. People want to feel good about themselves. All behavior can be explained here. Most of the things we try won't work--drugs, alcohol, chrome on autos, suicide (I hurt so bad I'd be better off not existing). List on board in duscussion things people do to feel better about self. NOTE: What works for one does not necessarily work for another.

2. We can help each other by listening and responding with understanding. But people don't listen. Failure to listen is the root of most frustration and problems. Listen to understand that people want to feel good about self--How can I help him?

3. There is within man a basic need to be productive. Work is part of man's struggle to survive. Laziness means resisting. Behavior modification rewards positive behaviors.

Session Two: Building a Base of Understanding and Respect

Objective: Student will be able to describe a base of understanding. Student will be able to tell factors that contribute to building a base of relationship

Method: Large Group Discussion
Text: Chapter 2

Building a Trusting Relationship

Before we can move into indepth relationships we must develop a base of understanding and respect.

We must reduce the distance between self and people we want to help. We all know how to increase distance.

Brainstorm:

Things That Separate
Look Globally

Race	Age	Color
Hair	Speech	Taste
Politics	Likes	$
Sex	Education	

People relate best to people who are like themselves. We are said to relate best to people who are within one standard deviation of where we are.

One of the best ways to feel good about self is to help others feel good about themselves. The best thing we can do for any person is to develop with him a good caring relationship. If we can develop ways to help children to adequate self feelings we have something to build on.

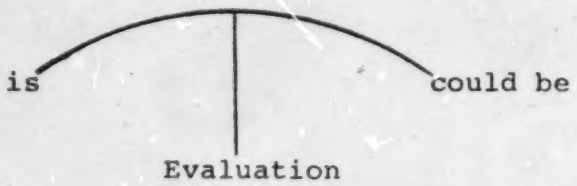
We can learn to communicate understanding and we can teach people to communicate understanding.

	Facilitation	Action
Trust Base	Empathy Respect Warmth	Confrontation

Key ingredients must be present
(Figure 2, p. 25 text)

Confrontation

Confrontation deals with the discrepancies between where a person is and where a person could be



We fill the discrepancy with what know-how we have. Person needs to experience success; he needs to feel self-enhanced.

Session Three: Presentation of Model

Objective: Students will be able to identify the major components of the model

Students will be able to discuss the meaning of each component

Method: Discussion

Text: Chapter 3

Ask students to think back on their experiences to the teacher or teachers or other important persons in their lives who had the greatest positive impact on them. Or ask class to describe the characteristics of a person they would go to for help.

As the class relates these characteristics they seem to fall in two basic categories. The first category will have the characteristics which have to do with understanding him and respecting him. The second group will have to do with the significant person's willingness to be frank and honest with the principles and direction which he gave to the student from his own life. Thus variables such as concerned, listener, understanding, honest, knowledgeable can be placed in categories.

List characteristics on board, then take what we have found to be helpful and validate it.

Facilitative		Action
Empathy		Confrontation
Respect		Expertise
Warmth		
	Concrete	
	Immediacy	
	Genuineness	
	Self-disclosure	

Eighty per cent of words listed come under facilitative and respect gets most of the entries listed. This shows a close relationship to feeling good about self.

Respect

Respect is hard to identify, to teach. We know when its not there. We can tell when it is present. When we communicate understanding it is empathy but it comes out respect. Empathy can be measured.

The Measurement Scale

4 Additive - deals with subtle
3 Interchangeable response - contents and feeling
2 Subtractive
1 Harmful, defensive, irrelevant

Threes allow a person to continue to explore. Ones beget ones. They say I am defensive and they cause other persons to get defensive.

Sessions Four and Five: The Act of Perceiving and Responding

Objectives: Students will be able to discriminate content as well as feeling
Student will be able to respond with empathy
Method: Paper and pencil exercise
Text: Chapters 4 and 5

Each participant is asked to complete the following statement.

When it comes to my _____(work, husband, child, car, grades) I feel . . . .

Statements are collected by leader. He says a little about empathy.

Empathy is a term for understanding. It is the ability to see the world through the eyes of the other person. In helping it means that the helper feels and experiences the world the way the helpee experiences it.

Statements are now distributed to class. Each student is asked to write a response aiming at a level 3 response which will enable person to be free to go on and explore feeling or problem.

Leader collects statements with responses.

Group participates in:
Listening to each statement as leader reads.
Discriminating feeling and content in statement.
Listening to response written by student.
Person who owns statement feeds back effectiveness of response.

It will be noted that people give one major feeling. They may disguise it, garble it, distort it but the feeling is recurring. In responding to the feeling short responses are better than long ones. Positive statements are better than questions. Don't use statements like, "I understand what you are saying" or labels like "your statement is logical."

Phases of Help

	I	II	III
Helper Task	Listens until problem is defined (Facilitation)	Help evaluate and consider (facilitation and Action)	Reinforce Action (Facilitation and Action)

Helpee Task	I Explores Problem	II Consider Alternatives	III Act on Alternatives p. 29

Problem Solving Procedure:

1. Identification of problem
2. Defining the goals
3. Possible courses of action
4. Choosing course of action

TRAINING IN ASSOCIATION WITH STUDENT TEACHING

Sessions Six and Seven: Perceiving and Responding

Objective: Student is able to perceive surface and underlying feelings.
Student is able to respond with care and empathy.
Text: Chapters 4 and 5
Procedure:
Each person has been asked to bring to class a school problem. Write on 3 x 5 cards. Cards are distributed to class members. Class is divided into dyads. One person reads stimulus statement. All discriminate feelings. Each person formulates response. Each person reads his response to group. All evaluate response.

Session Eight: Barriers to Effective, Helpful Communication

Objective: Student will be able to discriminate responses which have depreciating effects upon communications.
Methods: Discussion and Lab experience
Text: Chapter 6

Common Problems in Communication

One common problem in perceiving is labeling or diagnosing. Words like "defensive," "inadequate," "inferior." These words when placed in the sentence usually block communication and build barriers. They should be discarded in favor of words that more clearly communicate empathy and understanding. Another problem which occurs is making discrimination of a person's feelings externally, deciding what he ought to feel or should be according to the helper's attitudes, ideas or biases.

A further error in communicating is responding in a way which requires a terminal reply, a reply which has a

tendency to stop the dialogue. Capping off in communication occurs when the dialogue is ended prematurely.

First experience:
Students will identify barriers to communication produced by stimulus statement by pupil

Stimulus statement: I'm sick and tired of being treated like a dog. Leader reads response, pupils identify:

1. Ordering or commanding: Stop feeling sorry for yourself; don't feel like that.
2. Admonishing: You'd better be thankful you didn't get expelled.
3. Threatening: You keep talking like that and you're going to the office.
4. Advising: If I were you I'd go talk to the counselor.
5. Instructing: Start thinking of yourself in other ways.
6. Criticizing: You're just making things worse on yourself by feeling that way.
7. Praising and agreeing: A lot of pupils feel that way; gee, I don't blame you.
8. Name calling: Listen boy, you've got to behave yourself like a man.
9. Interpreting: You're just unhappy.
10. Reassuring: You'll feel better, don't worry about it.
11. Probing or questioning: Why do you feel that way?
12. Diverting (often by humor): Treated like a what? Now that is silly!

Second Experience:
After examining responses, consider how they retard the goals of communication and deny the right of the person to own the feeling. They tend to close off understanding, put people off and make them feel you don't care or don't want to be involved. The person may well infer, "I'm not understood, I shouldn't have this feeling." This may generate frustration, anger, a power struggle between you and helpee.

A. Examine what person (in stimulus statement) is saying.
B. Try giving back to the helpee in a sentence using the words "you feel _____."

Session Nine: Non Verbal Behaviors

Objective: Trainee will be able to identify non verbal behaviors which are attending, and facilitative.

Trainee will be able to identify non verbal indications of nervousness, unsureness, lack of interest, etc.

Text: Chapters 7 - 10.

Non verbal behaviors are little analyzed and seldom fedback in the American culture. We receive little or no training on the subject, and yet from the way we hold ourselves to the way we walk we are revealing much about what we are feeling.

Exercise:

Students will draw non verbal communications listed on slips of paper. Each communication will be role played and group will identify it, listing messages which may be contained in its use.

Sessions Ten and Eleven: Facilitative Communication Styles

Objectives: Trainee will be able to use a variety of communication leads.
Trainee will be able to use appropriate descriptions of perceived feelings.

Text: Chapters 11 and 12

"To understand another person's feelings and experiences we need to be able to enter his phenomenal field, his personal frame of reference through which he interacts with his world." (p. 161 Gazda, 1973)

Definitive, limited, positive statements have a limited understanding for many people whereas open more tentative statements allow person to find his own place within the response.

Students will choose a partner and alternately formulate responses using phrases on p. 161 (Appendix D).

Students will write descriptions of situations which apply to ten of the objectives found in Appendix E (p. 163).

Students will work through interaction mazes in Appendix F (p. 168-195) to determine their progress at this point. (Sessions were video-taped)

Sessions Twelve and Thirteen: Introduction of the Initiative Characteristic

Objective: Student will be able to define confrontation.
Student will be able to formulate confrontation responses at a minimal level of 3.

Method: Discussion

Text: Chapter 13

To this point we have been examining skills which respond to the helper. We have resisted our tendencies to tell the helpee what we are feeling about his condition or concern. It has been more like working a jigsaw puzzle where all the pieces are laid face down on the table and you are turning one over at a time and describing what you see on the surface. What we do next is to begin to get some idea of how the pieces are related, what kind of pattern they are forming. Like the patterns of sky or tree or grass in the jigsaw puzzle. Moving to the additive level is putting the individual helpee statements together in an integrating theme that provides more understanding than just the sum of the parts. When the helper is able to communicate the integrating theme that he perceives in the helpee's statements, he is communicating at the additive level. Don't move too fast or jump to conclusions until the pieces fit.

Helper should give six or more interchangeable responses before moving to communication at higher levels. Then he is able to say "what I really hear you saying is that _____."

Role play in the large group using stimulus material in chapter 17.

The most common error in confrontation is overstating the discrepancy. Practice accurate confrontation in facilitative ways. (Sessions were audio-taped)

Sessions Fourteen and Fifteen: Communication of Full Responsive and Initiative Characteristics

Objective: Student will show proficiency in knowledge and use of Model
Method: Discussion, large group lab, and small group lab
Text: Chapters 14, 15, and 16

The third goal of helping is action. As you will recall, the first goal is exploration or base building; the second goal is understanding; and the third goal of helping is action. Present on blackboard the total helping model. Go through it with the class in detail pointing out the helper's function and what it facilitates the helpee to do in achieving the three goals of helping.

Posttest. Students are asked to take same test they took in beginning and redo answers checking to see what improvements they themselves made.